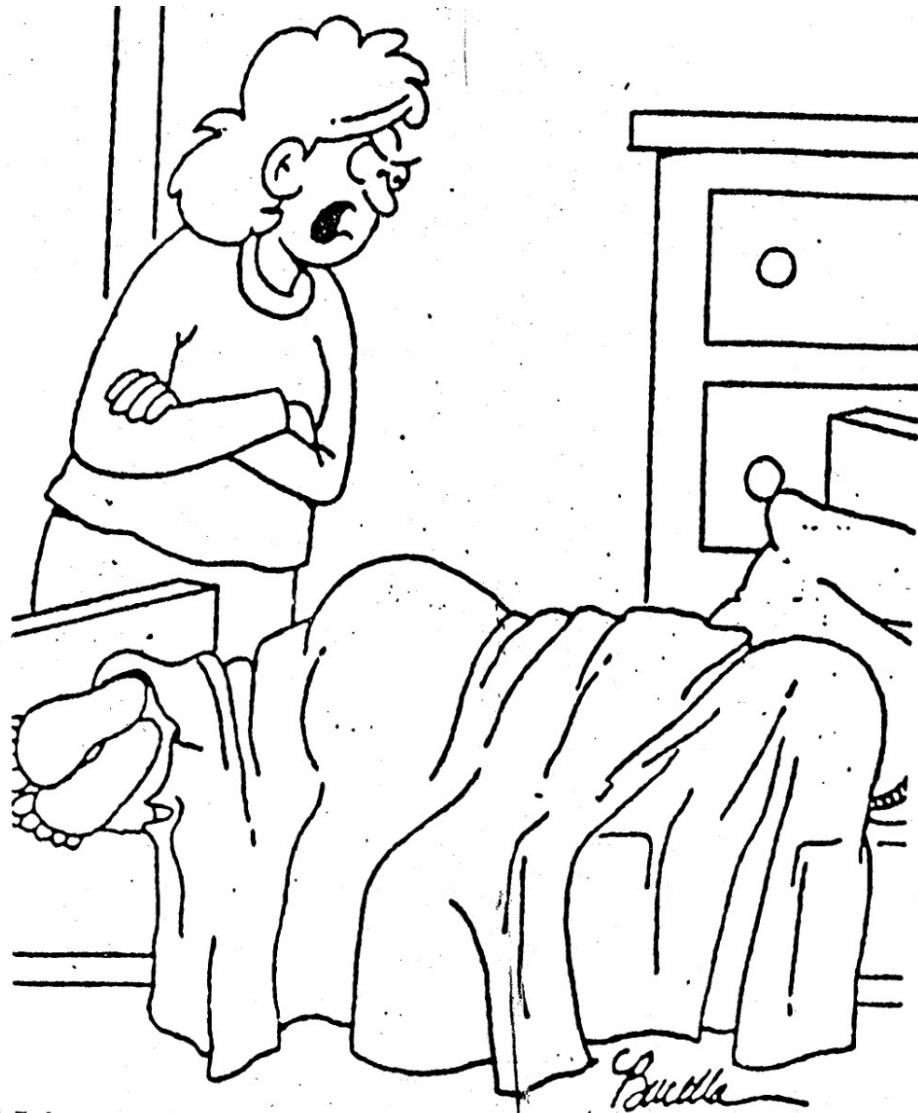


Training Overview

- What do you have?
- What you can do
- How to do it
- Case studies



"I know the kids don't like you and they pick on you, but you have to go to school . . . you're the teacher!"

Facing a disruptive child in the classroom is hard!

"There cannot be a crisis next week. My schedule is already full."

Henry Kissinger

What kinds of kids do you
have on your caseload?



The Mythical Student





The Facts About Many of Our Students

Stone Soup®



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By Jan Eliot



What happens in your school
to address behavior?

What can we control?

What do we want to control?

Who's job is it?



Teaching Behavior – Just like teaching Academics (sort of...)

- Determine the current level of knowledge/skill.
- Make the learning relevant & useful to the learner.
- Make use of present knowledge/skills.
- Instruct, model, & provide guided practice.
- Provide more guided practice (at least 20 successes to ingrain in memory bank) with progressively more “pressure”.~
- Recognize effort & progress.
- Re-teach parts with which s/he has difficulty.

But why is behavior so difficult? Consider the following premise, a common school mindset...

Academic vs Behavior

- Academic: Assume the student was trying to make a correct response & that the mistake was accidental.
- Behavioral: Assume the student was not trying to make the correct response, and that the behavior was deliberate.
- Academic: Provide assistance.
- Behavioral: Provide a negative consequence.

Persistent Problems: Academic versus Behavioral

- Academic: Assume the student learned the wrong way to do it or has been taught (inadvertently) the wrong way to perform the action.
- Behavioral: Presume that all students are capable of behaving correctly. Assume that this youngster consciously “chooses” to misbehave and be uncooperative.

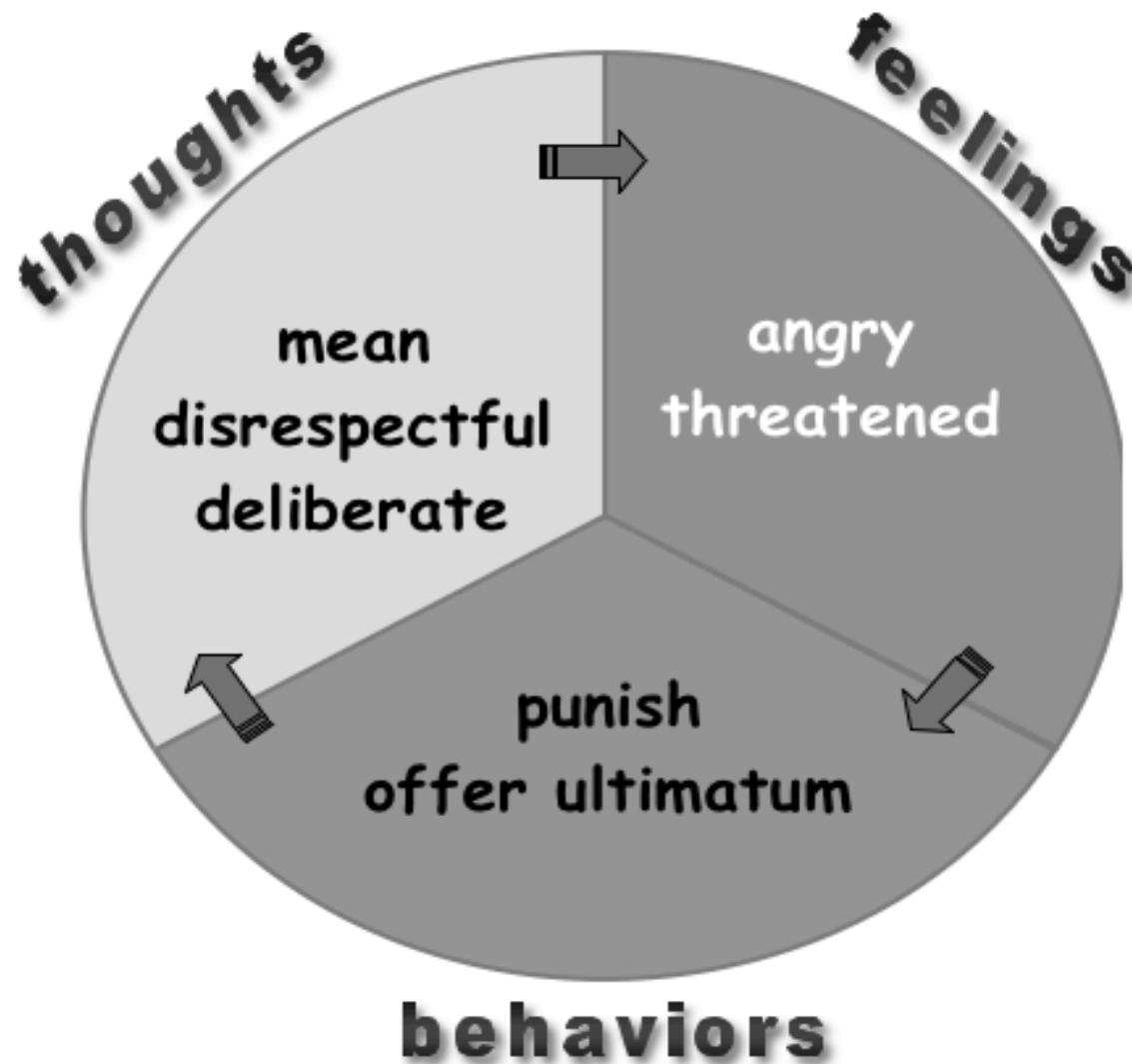
- Academic: Diagnose the nature and cause of problem in order to guide practice.
- Behavioral: Provide more negative consequences.
- Academic: Determine a more effective way to present the material within the classroom.
- Behavioral: Remove the student from the classroom context.
- Academic: Provide practice, feedback, and review.
- Behavioral: Provide no instruction.

Final Assumptions

- Academic Problems: Based on the performance after instruction, assume that the student understands the concept and can apply the skill.
- Behavior Problems: Based on no instruction or remediation, assume that the student has “learned a lesson” and should therefore behave correctly in the future.

What's the primary marketing strategy used by advertisers?

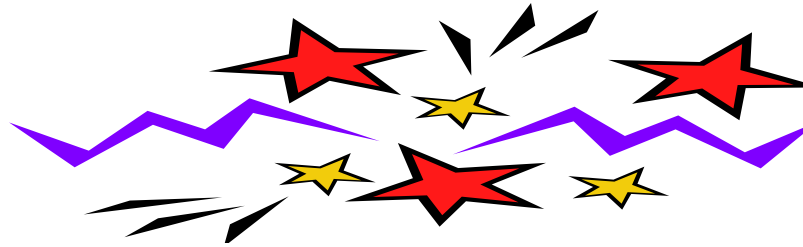
**Negative Perspective
of Behavior**
(the child IS a problem)



How we can contribute to student behavior problems

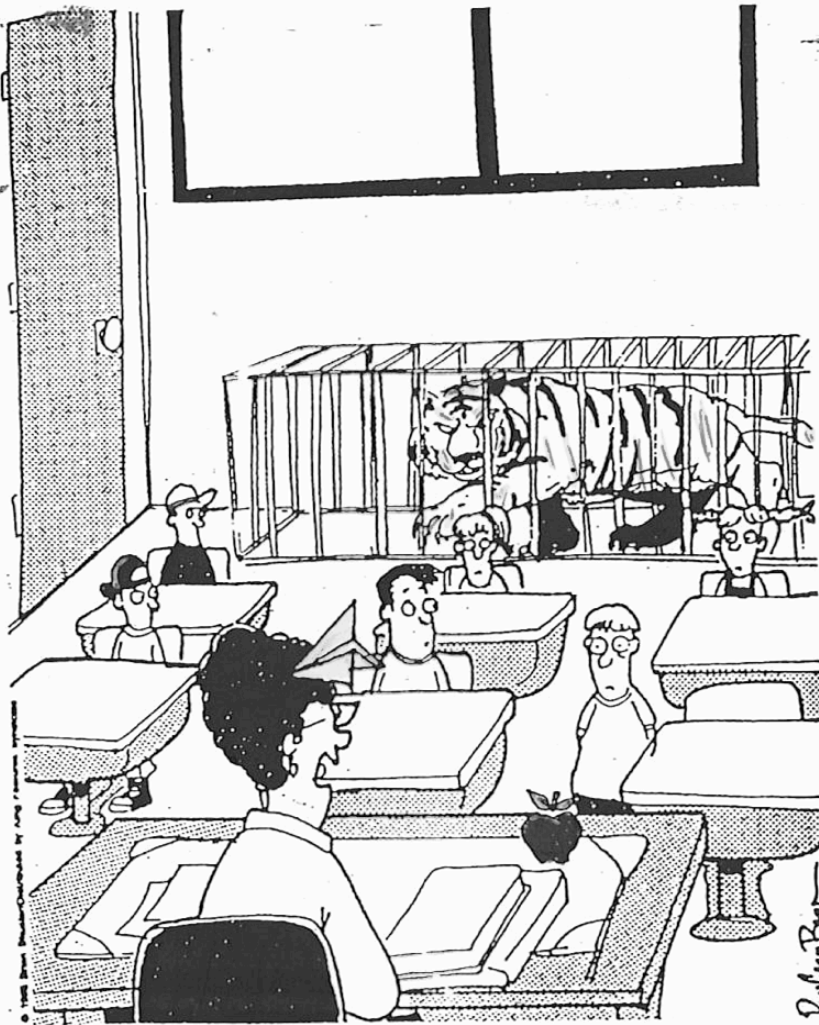
- Lack of clarity and communication about rules and policies
- Lack of staff consistency
- Reactive Disciplinary approach
- Few allowances for individual differences
- Academic failure

Risk Factors Operating Directly in Development of Antisocial Behavior



- Getting in trouble with the teacher
- Failure to engage in the process of schooling
- Being socially rejected by teachers and peers
- Academic failure, especially reading.

CHAOS



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

Paradigm
Shift in
how we
view
behaviors

I am always ready to learn
although I do not always
like being taught.

~Winston Churchill

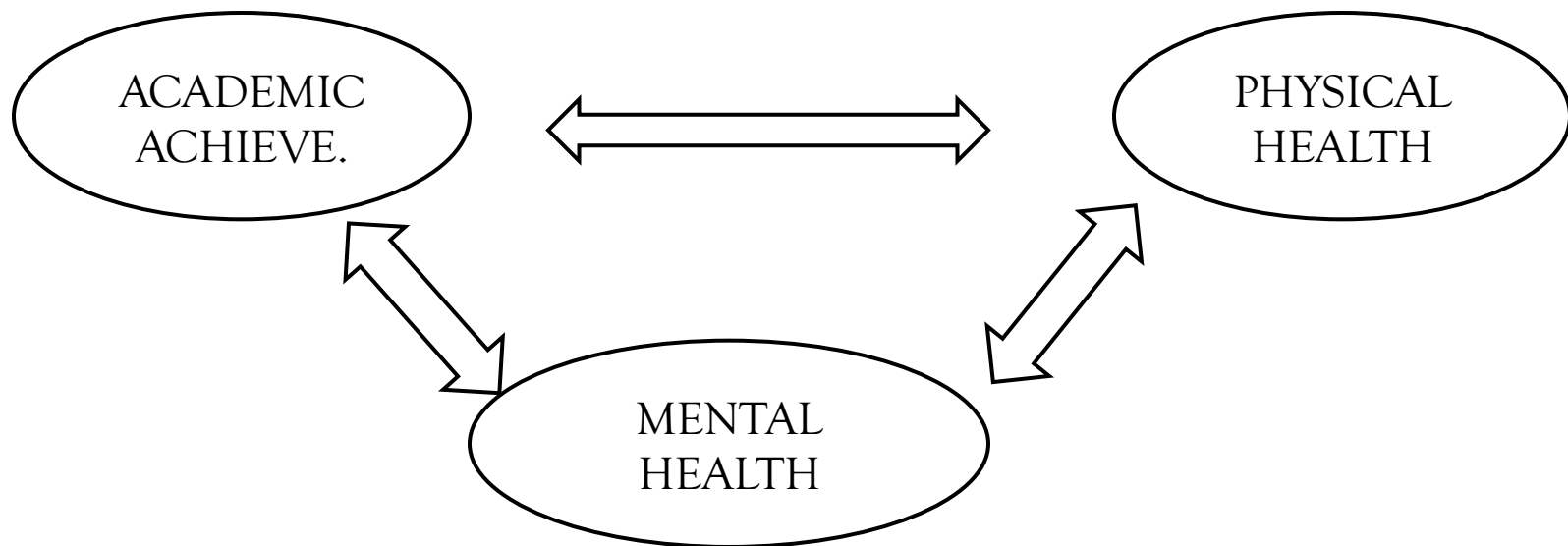
**Positive Perspective
of Behavior**
(the child HAS a problem)



What's
educational
research say?

Practical Findings from Scientific Research

- Academic and emotional/behavioral problems are linked
 - Behavior problems cause academic problems
 - In turn, academic problems cause behavior problems



Practical Findings from Scientific Research

- **Social skills are the best predictor of later academic performance:**
 - Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) & Malecki & Elliott (2002) have found that prosocial skills (cooperating, helping, sharing, and consoling) are a better predictor later academic achievement than is earlier academic achievement



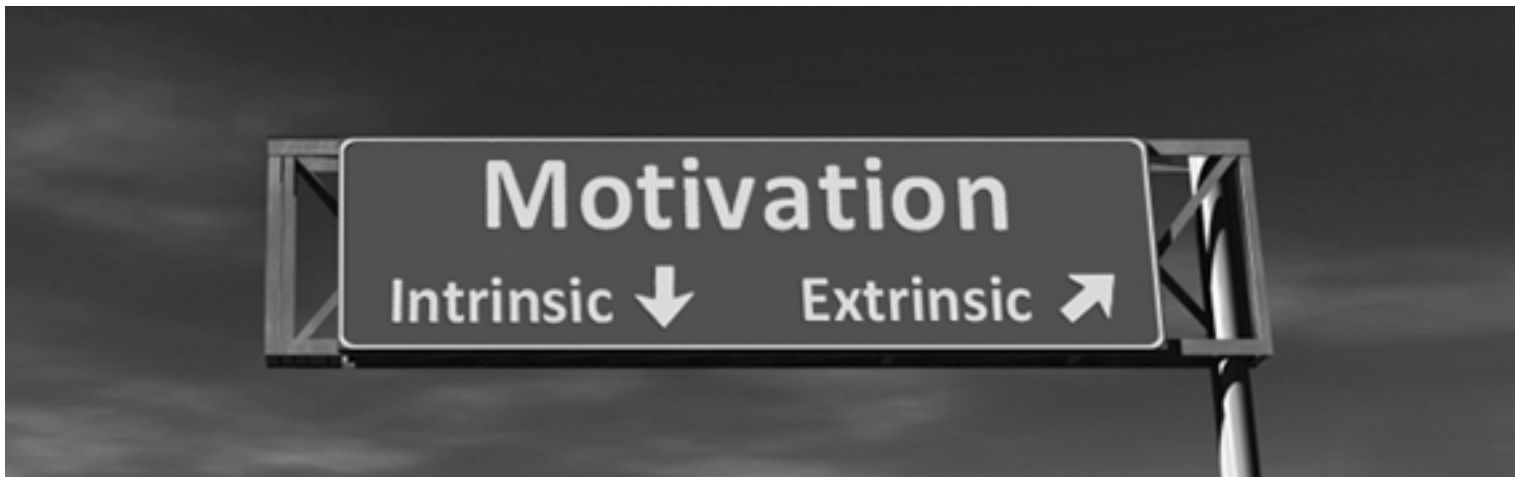
Practical Findings from Scientific Research

- A student's academic and emotional/behavior problems are more stable than his IQ, **if untreated.**
- If untreated, students will continue to exhibit behavior problems into the secondary grades and beyond (Moffitt, 1998; Walker, Ramsey, & Gresham, 2004)



Practical Findings from Scientific Research

- **All people, including students, are motivated intrinsically and extrinsically**
 - Depending on the academic activity, a person may rely more on intrinsic or extrinsic motivation
 - Schools that employ a combo of intrinsic & extrinsic strategies are most successful



Practical Findings from Scientific Research: Positive School Climate

Critical

Attention only to negative

Punishment

Unstructured

Never good enough

**“You’ re not doing it
right!”**

“What’s wrong with you!”

Compassionate

Attention to positive

Supportive

Structured, organized

Nice try!

**“You’ re doing
great!”**

**“You’ re a great
kid!”**

Practical Findings from Scientific Research

- Strong teacher-student relationships is pre-condition to learning and good behavior:
 - Greater motivation
 - Higher rates of student engagement
 - Reduced problem behaviors



Practical Findings from Scientific Research

- Students are responsive to school-based supports, ***even during the adolescent years & without parental support*** (Cook et al., 2008)
- Teachers can play a vital role in the prevention and remediation of academic and emotional/behavioral disorders (Wagner et al., 2006)



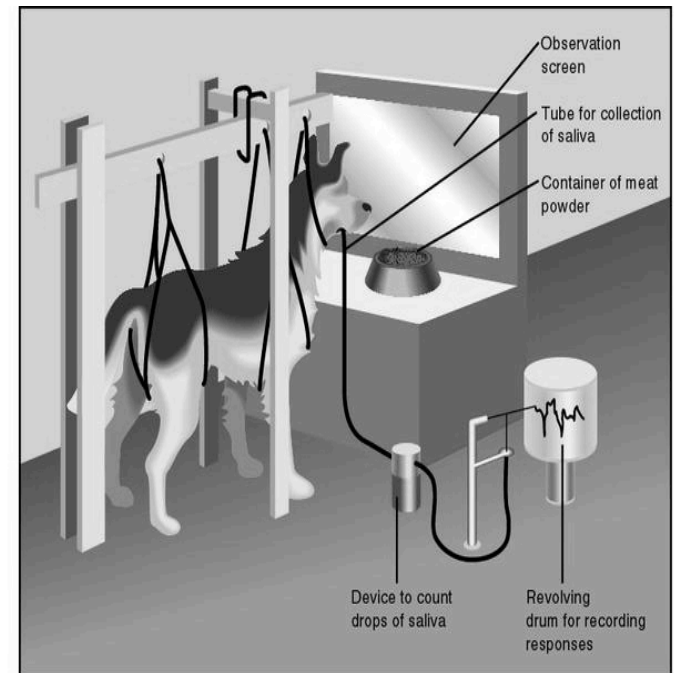
Practical Findings from Scientific Research

- **The Triple Whammy:**
Academic and Behavioral Supports
 1. Improve students' academic achievement
 2. Improve student behavior and the orderliness and safety of the school environment
 3. Prevent students from traveling down a path toward negative life course outcomes(Kratochwill, Albers, & Shernoff, 2004; Wilson & Lipsey, 2007)



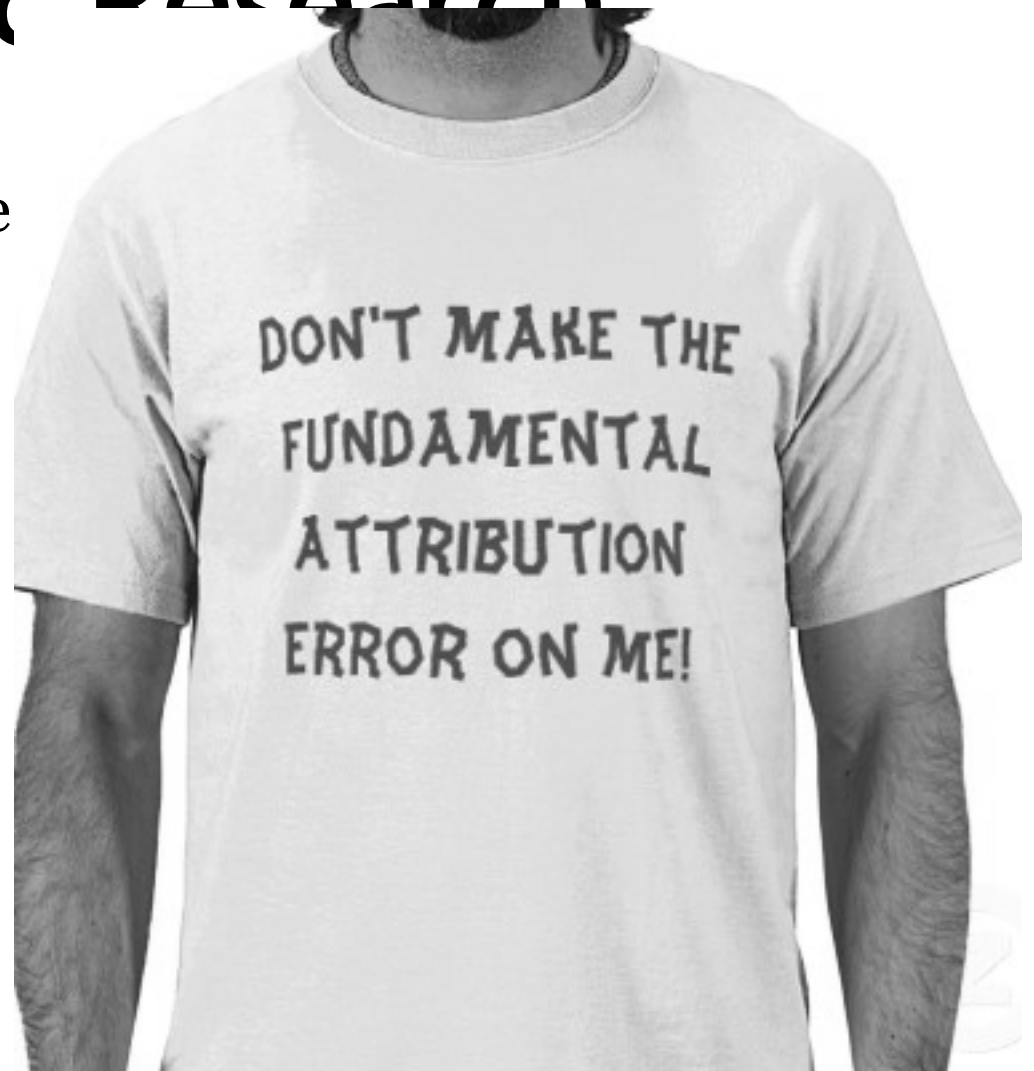
Practical Findings from Scientific Research

- Educators **condition certain students to dislike school** through their decisions and actions—albeit unintentionally
- Students are conditioned to either like or dislike school based on their experiences in school



Practical Findings from Scientific Research

- Educator subjective decisions or referrals are error prone due to biases, reputation effects, cultural mismatch, and misperceptions



Explanations for Problems



Be Weary of the Fundamental Attribution Bias

- Tendency to attribute others' mistakes, problems, or mishaps as being representative of an **internal trait, characteristic, or disability** (e.g., stupid, learning disabled, low IQ, bad seed, disturbed child)
- Rather than view the mistake, problem or mishap as being environmentally caused or externally related
 - “Search for the within-child pathology”

Turn and Talk

- Discuss what aspects of your school may contribute to:
 - Conditioning students to have a negative attitude towards school
- AND
- Counter-condition students to have a positive/favorable attitude toward school

Traditional Model of Service Delivery

Shortcomings and Pitfalls

The Typical Response to Students with Academic Problems

- Reactive – let the problem develop into a severe discrepancy
- Referral to SAT
 - Admiring the problem
- Use of non-evidence-based instructional tactics
 - Modality matching/learning styles
- Special education is viewed as the intervention

The Solution:

Multi-Tiered System of Supports

RtI/MTSS

IS A SERVICE DELIVERY FRAMEWORK BASED ON CERTAIN PROCEDURES!!!

- Not a measurement system (e.g., CBM-DIBELS, SWIS)
- Not an intervention (e.g., Read180, PBIS)
- Not based on a single theoretical orientation
- Not only reserved as a general education process
 - Does not cease once students are determined eligible for special education

MTSS is the practice of...

- Serving **ALL** students through continuum of care
- **Proactively** identifying students who are at-risk
- **Matching** evidence-based interventions to student need
- Frequently **monitoring student progress** to make decisions with regard to an intervention or goals
- Collecting treatment integrity data to make legally sound and **valid educational decisions**

The '7 Big Ideas'

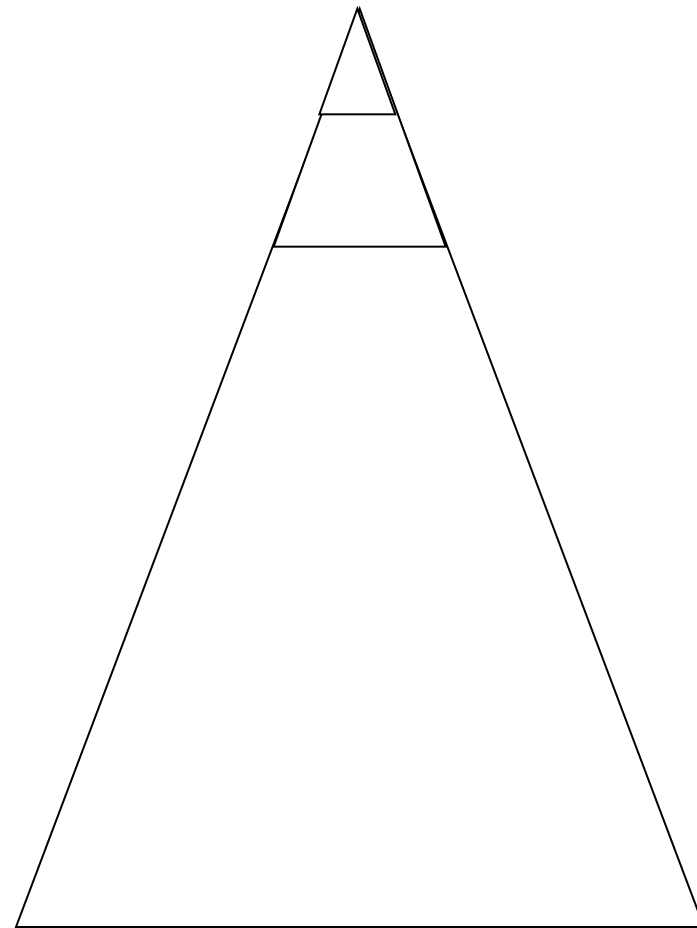
1. Multiple tiers of support

- Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.

Public Health Model: *PREVENTION*

(e.g., diabetes, smoking, obesity)

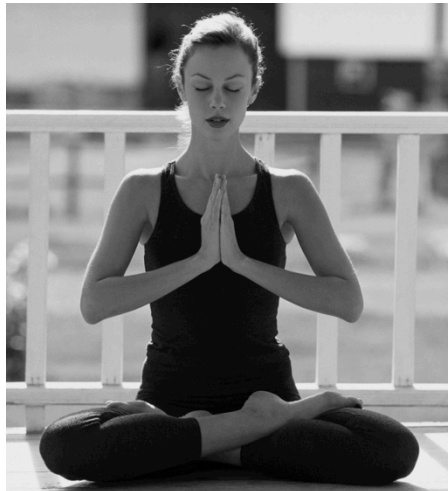
- Tertiary (FEW)
 - Reduce complications, intensity, severity of current cases (manage)
- Secondary (SOME)
 - Reduce or reverse current cases
- Primary (ALL)
 - Prevent cases from developing in the first place



Public Health Example

Recommendations for all

- Balanced diet (leafy greens, protein)
- Exercise
- Stress management



The '7 Big Ideas'

- **Multiple tiers of behavior support**
 - Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.
- **Evidence-based/scientifically validated interventions**
 - Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.

What Is Evidence-Based?

- Evidence-based knowledge is:
 - Objective
 - Rules out alternative explanations
 - Involves direct measurement
 - Reliable and valid
 - **Independent replication by investigator who does not have a conflict of interest**
- Provides us with confidence

Drug Abuse Resistance Education



The '7 Big Ideas'

1. Multiple tiers of behavior support

- Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.

2. Evidence-based/scientifically validated interventions

- Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.

3. Universal, proactive screening

- Refers to a systematic process of *detecting* a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.

Why universal screening?

- Why wait-to-fail
 - Would medicine wait for people to die?
 - E.g., mammogram, cholesterol check, prostate exam
- Prevention-oriented, proactive procedure
 - Identify students who are at-risk early and throughout their schooling
- Evaluate the quality of the Tier 1 services
- Benefits to society dramatically exceed costs

'Big Ideas' Cont ...

4. **Progress monitoring**

- Refers to the of systematically and repeatedly assessing students' academic or behavioral performance with easy and quick tools to make decisions while the instruction or intervention is happening
- Formative evaluation

Progress Monitoring Examples

- Blood pressure cuff for cardiovascular
- Thermometer to monitor impact of antibiotics
- Scale to monitor the effectiveness of a diet
- Glucose meter to monitor response to insulin pump



'Big Ideas' Cont ...

4. Progress monitoring

- Refers to the practice that is used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction.

5. Treatment integrity (i.e., fidelity)

- Refers to the notion that interventions or supports should be implemented as designed or intended to ensure outcomes and make valid and legally defensible decisions

Importance of Treatment Integrity

- Poorly implemented interventions compromises effectiveness
- Failure to collect data on treatment integrity leads to invalid decision-making
 - Why did the student fail to respond
 - Poor intervention
 - Or a intervention implemented poorly
- Consistency vs. Accuracy

‘Big Ideas’ Cont ...

6. Data-based decision-making

- Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify*, *keep in place*, or *remove* particular interventions or supports.

Data-based Decision-making

1. Intervention is implemented with fidelity
 - If no, do not make data-based decision
 - If so, make a data-based decision
2. Data-based decision
 - Maintain existing supports
 - Modify existing supports
 - Lower down a tier
 - Bump up a tier

'Big Ideas' Cont ...

6. **Data-based decision-making**

- Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify*, *keep in place*, or *remove* particular interventions or supports.

7. **Problem-solving**

- Refers to the dynamic and systematic process that guides the Behavior Support Team's behavior in (a) identifying the problem, (b) analyzing the problem, (c) developing a plan of action, (d) implementing the plan, and (e) evaluating the outcomes of the plan.

RELATIONSHIPS

- An Essential Tool for Shaping Behavior

Review?

- Behavior Management

- ◆ Definitions
- ◆ Functions of behavior
- ◆ Reasons for misbehavior
- ◆ 4 Ways to address behavior
- ◆ Foundations of therapy

Definitions

- ◆ Success
- ◆ Two kinds of behaviors
 1. Those that promote success
 2. Those that interfere with success

Functions of Behavior

- ◆ Communicate needs and desires
- ◆ Avoid (people, settings, tasks)
- ◆ Provide stimulation (5 senses)
- ◆ Gain (attention, space, control, acceptance)
- ◆ Side effect (medicine, illness, deprivation)

Kids do well if they can.

- Dr. Ross Green

Reasons for Misbehavior

- ◆ Drugs
- ◆ Home life
- ◆ Personality conflicts
- ◆ Low self-esteem
- ◆ Diagnoses

Reasons for Misbehavior

- ◆ Cognitive distortions (ANTs)
- ◆ Cognitive deficit (social skills)
- ◆ Performance deficit
 - ◆ Motivation
 - ◆ Discrimination
 - ◆ Social knowledge
 - ◆ “6th Sense”

Reasons for Misbehavior

- ◆ Unmet needs
 - ◆ Inclusion
 - ◆ Control
 - ◆ Competency
 - ◆ Affection

Our explanation guides our
intervention.

- Dr. Ross Green

4 Ways to Change Behavior

	add something	remove something
increase behavior	positive reinforcement	negative reinforcement
decrease behavior	punishment	response cost

Foundations of Therapy

- ◆ Join child in what they enjoy
- ◆ Specific verbal praise
- ◆ Contingency management
- ◆ Successive approximation

The most useful piece of
learning for the uses of life is
to unlearn what is untrue.

~ Antisthenes

It is not hard to learn more.
What is hard is to unlearn
when you discover yourself
wrong.

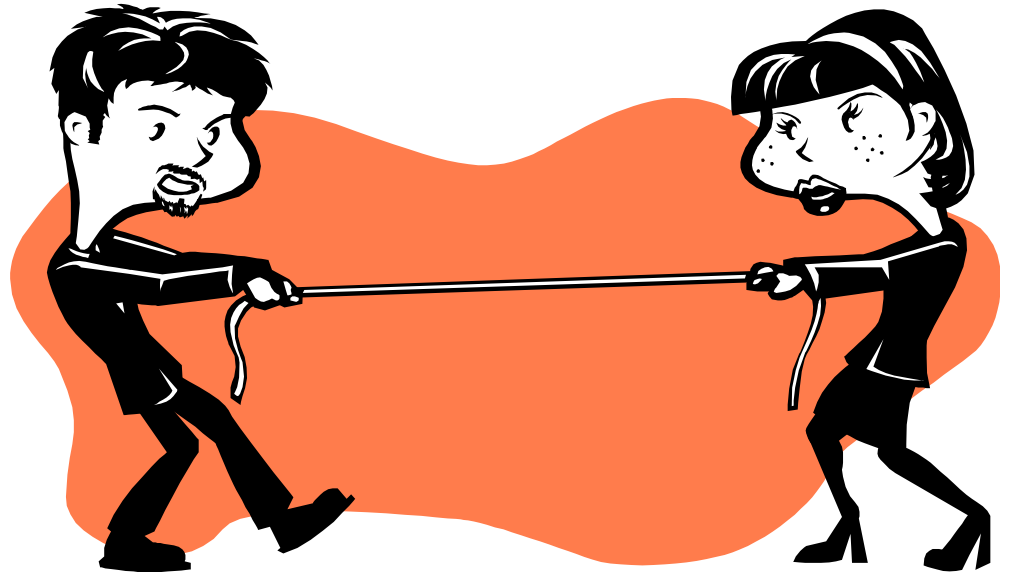
~ Martin H. Fischer

Relationships

- ◆ Foundation
 - ◆ Respect
- ◆ Establishing
 - ◆ 2 for 10
- ◆ Maintaining (avoiding power struggles)

Diffuse Power Struggles

- Limit verbal instructions
- Use Humor
- Share Power (choices)
- Postpone the Discussion



Overall Principles of student's behavior

- Behavior is learned and can be taught
- Behavior is predictable
- Behavior occurrences are affected by environmental factors that interact with physiological characteristics of the person.

Overall Principles of student's behavior

- A thorough understanding of the problem behavior is necessary to develop appropriate interventions.
- Assessing and manipulating environmental factors can predictably affect occurrences of behavior.
- Data collection and use for active decision-making are important for intervention and system improvement

- A defiant child may try to force a teacher into a conflict, “turn you into a mean teacher”. Resist!!
- Rational Detachment. The ability to remain calm and professional, and not take acting out personally.

Do's and Don'ts

○ Do

- Stay Calm
- Stay Consistent
- Provide Choices
- Set up for success
- Be prepared

○ Don'ts

- Engage in Power Struggles
- Take behavior personally
- Never be confrontational
- Never say a Child is a particular type of person

People only see what they
are prepared to see

Ralph Waldo Emerson

- A traveler came upon an old farmer hoeing in his field beside the road. Eager to rest his feet, the wanderer hailed the countryman, who seemed happy enough to straighten his back and talk for a moment. "What sort of people live in the next town?" asked the stranger. "What were the people like where you've come from?" replied the farmer, answering the question with another question. "They were a bad lot. Troublemakers all, and lazy too. The most selfish people in the world, and not a one of them to be trusted. I'm happy to be leaving the scoundrels." "Is that so?" replied the old farmer. "Well, I'm afraid that you'll find the same sort in the next town. Disappointed, the traveler trudged on his way, and the farmer returned to his work.
- Some time later another stranger, coming from the same direction, hailed the farmer, and they stopped to talk. "What sort of people live in the next town?" he asked. "What were the people like where you've come from?" replied the farmer once again. "They were the best people in the world. Hard working, honest, and friendly. I'm sorry to be leaving them." "Fear not," said the farmer. "You'll find the same sort in the next town."